The Effective Leadership of Outstanding School Administrators: Multi – Case Study.

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ABSTRACT

This study aimed to investigate, to understand the phenomenon of effective leadership of outstanding school administrators, and to study the effects, as well as to compare similarities and differences based on school size as perceived by those in the cycle of the phenomenon. Three schools under the Offices of Primary Educational Service Area in the Northeast were obtained through a purposive sampling technique consisting of: a small school, a medium-sized school and a large school. Data were collected by the researcher through in-depth interviews, observation and written recording, document analysis, and focus group of key personnel in schools and those concerned. Triangulation was employed to confirm reliability and validity of data from different sources and types as to determine whether the research data was reliable.

Keywords: Effective Leadership, Multi-Case Study

INTRODUCTION

The current situation of the world today is the era of social change, the growth of science and technology. Countries need to accelerate the development potential with a wide range of issues dealing with the environment and education in all aspects, so pay attention to develop the skills to apply in their lives happily. And occupational creatively [1] The issue of education reform Thailand: 1) delays in the legal process, 2) problems of policy and plans, and 3) the policy into practice. [2] School administrators are the key performant of school and education Professional and leadership competencies required knowledge, skills and ethics, as well as a good professional ethics. So to deal Education and the effectiveness and efficiency [3] leadership effectiveness. Represents the party, the foresight of the coaching staff development continues. Have good relationships and exemplary performance [4] Research has

demonstrated. Relations between he school and the development of effective leadership.

Of such importance The researchers studied the effective leadership and management at the School of Excellence. Qualitative research using

a multiple case study in the outstanding amount. Three schools, which are classified into different sizes, small, medium, large, to obtain information. Itis useful to management for further study.

METHODOLOGY

Participants

This research Researchers conducted the research as follows: Phase 1selection of case studies. Researchers recruited outstanding school administrators from schools under the Primary education service area office Northeast. The selection of school administrators who have shown the effectiveness of the seven aspects of vision, personality, knowledge and skills, morality and ethics, learning management, teamwork, community development and participation. The information system of the organization from interview supervisors and other stakeholders choose outstanding schools by monitoring and measuring school success, then consider choosing a school. The specific study Purposive Sample 3 schools.

Phase 2, creating research tools. The researchers used the data three ways. In-depth

Interview on a phenomenon on effective leadership and impact of effective leadership, using comprised of 3 sets of interviews instruments, set 1 for interviews school administrators, head of the academic unit and outstanding teacher, set 2 for interviews committee of school, parents, alumnus and community leaders, and set 3 for interviews students. The process developed by researchers adjusted by the advisors and expert evaluation. The research tools areas follows, 1) Observation and Field-note is a tool to observe and take notes. 2) Document Analysis is a tool for analyzing the documents. 3) Focus group discussion is brainstorming to obtain

Research instruments

1. Schools contacted by letter from the Graduate school Sakon Nakhon Rajabhat University for data collection.

2. The researcher visited to the 3 schools 1 week before data collection to rapport and planning data collection.

3. Document analysis on operations of the school was launched by the researcher. Then prepare materials and equipments necessary to perform the field work.

4. Scheduling the data collection.

5. Data Collecting

Data collection

1. The researcher collected data for a period of 22 months, eight times per school. The activities of the school. Observed by the field notes and in-depth interviews using the tools identified in phase 2.

2. To ensure that data is validity and reliability, the research allowed school administrators and persons involved to check and verify the information events observed in school and [7] Data Triangulation including the time, place, and monitoring centers using the different methodological triangulation to gather information on the same subject monitoring and data analysis with data providers and other interested parties to accurately analyze data.

Data Analysis

Analytic induction on semantic analysis of similar distinction for assuming temporary evidence into the concrete evidence. Content Analysis used to analysis data from documents.

Presentation

Field data analysis classification and grouping system. Synthesized by the research presented. Descriptive for mat the tables how the correlation of data.

CONCLUSION

The seven characteristics of effective leadership of outstanding school administrators involved:

1. The overall vision of the management foresight to plan for the future. Skills, acquiring knowledge continuously. Self-development and learning all the time. Encourages creativity The Knowledge Exchange Highlights of School Administrators small. Be creative in developing a "simple but well-made community" can be used in the management of modern science. But also to maintain the strength of Thailand executives medium schools. And school administrators big similarity is focused on the communication process. Incentives to anyone willing worker. Achieving the vision have the ability to influence ideology. To inspire Intellectual stimulation

To take into account the individual

2. Knowledge and Skills the executive overview a great technological skills have good organizational skills to facilitate the development of the learners. Leadership development by taking part also have skills coaching support for the teachers and staff to receive training seminars with monitoring a true friend. And visit classes regularly But school administrators small feature can use social media for educational benefits as well. The school administrators big feature is the evaluation standard for success and the ability to manage conflicts.

3. Personality. The executive overview Emotional intelligence is credible

leaders act as role models to dare to think the dedication, commitment and flexibility to work as acclimatize. And community context as well. School administrators have featured large as a good friend. "Aris to craticphilanthropist"

4. Morality and Ethics overall management practices based on ethics and professional standards and ethics into consideration. Public Mind responsibility to the common good. Individuals, society and the nation The adoption of laws, regulations and government practices highlight of School Administrators small idea is to have a positive attitude and imagination. Regardless of coexistence happily large school administrators. The importance of the work on a "steady course. Realistically softness."

5. Learning management Overall, management gives priority to students with top corporate executives to oversee the planning system. Management courses in line with the local community and the students targeted, quality individual learners with the knowledge and skills of teachers. Non resources to promote learning. School Administrators smaller features is to promote a culture of lifelong learning. School Administrators medium is dominated by integrated learning with the Buddhism school. The big advantage is that school administrators encourage teachers to change teaching methods to bring innovative media

technology in learning more learners.

6. Teamwork the executive overview have a good relationship communication skills effectiveness. Small school Administrators using technology to communicate well. A team-building strategies effectively. There is a civil - bureaucracies high. A management strategies and good colleagues. School Administrators Medium feature is to learn after working (After Action Review) regularly. For school administrators Large cultivate the leadership and stakeholders.

7. Community and Participation. The overall potential executives understand the context of the community. Has the potential to create community relations in a systematic manner a technical resource mobilization joining forces to coordinate the international response to the learning of the students. Small school administrators build relationships "Help each other bound like brothers, "school administrators medium. With a focus on climate External environment this may result in changes within the organization. And executive management, taking into accounts the large school down and differences of culture and tradition. And provide social services effectively. The effects resulting from the characteristics of the effective leadership of the outstanding school administrators comprised:

1. Positive effects towards

1.1 Students as follows: Small schools A culture of lifelong learning discipline. Philanthropists and tastes of Thailand. Medium schools striving for harmony, modesty and honesty. Large school learning a good physical and mental health. Coexist on the cultural differences.

1.2 The administrators, teachers and staff. Small Schools Satisfaction at the advancement of the profession, love, faith medium schools. Being good role model teamwork the self-esteem large school happy at work the success of the professional development of teachers and learning person.

1.3 On school: Small Schools a model for educational innovation, becoming a famous school, Medium school being a model of virtue-led knowledge, and learning organization large school center for public service and honestly school.

1.4 Parents and community as follows: Small Schools gaining satisfaction, Medium schools a shared responsibility between the houses temples and schools Large School serving the needs of society.

2. Negative effects towards

2.1 Students: small school Student leaders gaining more responsibilities, failing to acquire sport. Medium schools Extra responsibilities were incurred due to supplementary learning duties. Failing to acquire or interest in arts, and music. Large School some students lacked human relationship skills. Those living out of the service areas had less time spent with families

2.2 Administrators, teachers, and students comprising: Small schools Teachers spending less time teaching, administrators spending less time at schools, Medium school taking more responsibilities at work, job frustration, Large School taking additional working loads in terms of classroom management, and teamwork management.

2.3 School comprising: Small school burden on school budget, retention of school status, Medium school workload on community service, increasing monitoring on budget, large school management of finance, accountancy and procurement, and student admission.

2.4 Parents / guardians and communities: Small Schools maintaining the high image to meet the expectation from external communities, having negative attitudes towards resource mobility Medium school some young people developing undesirable behaviors from using media and technology, more rules and regulations for the communities, Large School increasing student-activity expenses, and safety awareness for commuter students.

CONCLUSION AND DISCUSSION

1. The seven characteristics of effective leadership of outstanding school administrators involved: 1) Vision in terms of having future planning skills, searching for knowledge continuously, motivating creative thinking, exchanging knowledge and learning, becoming a change agent in motivating followers through his or her idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; 2) Knowledge and skills in terms of having good technological skills, managing information communication and using social media for education, having organizational management skills, having knowledge and skills of work tasks, supervision, monitoring, and regular classroom visits, as well as being able to manage conflict resolution properly; 3) Personality in terms of emotional quotient, being respectable, being a model for others, showing the qualities of leadership, having good attitudes toward work, being flexible in regard to work practices; 4) Morality and Ethics in terms of behaving in accordance with moral and ethical principles and societal norms, as well as standards and codes of conduct in the teaching profession, being aware of collaborative benefits, having public-mindedness, having responsibilities to self and society, performing tasks in compliance with the principles of laws and guidelines of civil service, owning positive attitudes and imagination, having a sense of fairness, and caring for teamwork and morale; 5) Learning management in terms of paying attention to learners, conducting diverse activities, having managerial skills, planning, and performing to achieve set goals, managing the curriculum in consistence with conditions of learners, communities and localities, having knowledge and skills for developing teachers' profession, promoting cultures of lifelong learning, training students to develop a positive mindset leading to quality learning, applying modern media, innovation, technologies into learning; 6) Teamwork development in terms of having good human relationships, communication skills, strategies on building effective teamwork, being democratic, providing good strategies on job and colleague management as well as having suitable process for inculcating leadership practices; 7) Community and Participation in terms of understanding the community context, building relationship with the communities systematically, utilizing techniques in mobilizing educational resources, conducting activities to meet the interests and needs of the communities as well as providing effective service for communities.

2. The effects resulting from the characteristics of the effective leadership of the outstanding school administrators comprised: 1) Positive effects towards (1) Students as follows: obtaining lifelong

cultures, disciplines, public-mindedness, Thainess, decent behaviors, striving to working, eagerness for learning, good health both physical and mental health, being able to negotiate cultural differences successfully; (2) Administrators, teachers and personnel as follows: obtaining job satisfaction, professional advancement, being a good role model, teamwork, being happy in working, achieving teaching profession development, becoming a learning person; (3) School: being a model for educational innovation, becoming a famous school, being a model of virtue-led knowledge, and learning organization; (4) Parents and community as follows: Gaining satisfaction, obtaining a sense of collaborative responsibilities between home and school, serving the needs of society. 2) Negative effects towards(1) Students: Student leaders gaining more responsibilities, failing to acquire sport skills and proficiency or interest in arts, and music. Extra responsibilities were incurred due to supplementary learning duties. In addition, some students lacked human relationship skills. Those living out of the service areas had less time spent with families;(2) Administrators, teachers, and students comprising: Teachers spending less time teaching, administrators spending less time at schools, taking more responsibilities at work, job frustration, taking additional working loads in terms of classroom management, and teamwork management; (3) School comprising: burden on school budget,

retention of school status, workload on community service, increasing monitoring on budget, management of finance, accountancy and procurement, and student admission; (4) Parents/guardians and communities: maintaining the high image to meet the expectation from external communities, having negative attitudes towards resource mobility, some young people developing undesirable behaviors from using media and technology, more rules and regulations for the communities, increasing student-activity expenses, and safety awareness for commuter students.

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